

- PAPER 1 Reading ▶
- PAPER 2 Writing
- PAPER 3 Use of English
- PAPER 4 Listening
- PAPER 5 Speaking

- Part 1
- Part 2
- Part 3

You are going to read an article about mobile phones. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Mobile phones: are they about to transform our lives?

We love them so much that some of us sleep with them under the pillow, yet we are increasingly concerned that we cannot escape their electronic reach. We use them to convey our most intimate secrets, yet we worry that they are a threat to our privacy. We rely on them more than the Internet to cope with modern life, yet many of us don't believe advertisements saying we need more advanced services.

Sweeping aside the doubts that many people feel about the benefits of new third generation phones and fears over the health effects of phone masts, a recent report claims that the long-term effects of new mobile technologies will be entirely positive so long as the public can be convinced to make use of them. Research about users of mobile phones reveals that the mobile has already moved beyond being a mere practical communications tool to become the backbone of modern social life, from love affairs to friendship to work. One female teacher, 32, told the researchers: 'I love my phone. It's my friend.'

The close relationship between user and phone is most pronounced among teenagers, the report says, who regard their mobiles as an expression of their

identity. This is partly because mobiles are seen as being beyond the control of parents. But the researchers suggest that another reason may be that mobiles, especially text messaging, are seen as a way of overcoming shyness. 'Texting is often used for apologies, to excuse lateness or to communicate other things that make us uncomfortable,' the report says. The impact of phones, however, has been local rather than global, supporting existing friendships and networks, rather than opening users to a new broader community. Even the language of texting in one area can be incomprehensible to anybody from another area.

Among the most important benefits of using mobile phones, the report claims, will be a vastly improved mobile infrastructure, providing gains throughout the economy, and the provision of more sophisticated location-based services for users. The report calls on government to put more effort into the delivery of services by mobile phone, with suggestions including public transport and traffic information and doctors' text messages to remind patients of appointments. 'I love that idea,' one user said in an interview. 'It would

mean I wouldn't have to write a hundred messages to myself.'

There are many other possibilities. At a recent trade fair in Sweden, a mobile navigation product was launched. When the user enters a destination, a route is automatically downloaded to their mobile and presented by voice, pictures and maps as they drive. In future, these devices will also be able to plan around congestion and road works in real time. Third generation phones will also allow for remote monitoring of patients by doctors. In Britain scientists are developing an asthma management solution, using mobiles to detect early signs of an attack.

Mobile phones can be used in education. A group of teachers in Britain use third generation phones can provide fast Internet service to children who live beyond the reach of terrestrial broadband services and can have no access to online information. 'As the new generation of mobile technologies takes off, the social potential of the mobile will vastly increase,' the report argues.

- 1 What does the writer suggest in the first paragraph about our attitudes to mobile phones?
 - A We can't live without them.
 - B We are worried about using them so much.
 - C We have contradictory feelings about them.
 - D We need them more than anything else to deal with modern life.
- 2 What does 'them' in line 20 refer to?
 - A long-term effects
 - B new mobile technologies
 - C doubts
 - D benefits
- 3 What is the connection between social life and mobile phones?
 - A Modern social life relies heavily on the use of mobile phones.
 - B Mobile phones make romantic communication easier.
 - C Mobile phones encourage people to make friends.
 - D Mobile phones enable people to communicate while moving around.
- 4 Why do teenagers have such a close relationship with their mobile phones?
 - A They use text messages more than any other group.
 - B They are more inclined to be late than older people.
 - C They feel independent when they use them.
 - D They tend to feel uncomfortable in many situations.
- 5 In what sense has the impact of phones been 'local' in line 44?
 - A People tend to communicate with people they already know.
 - B Users generally phone people who live in the same neighbourhood.
 - C It depends on local dialects.
 - D The phone networks use different systems.
- 6 How might mobile phones be used in the future?
 - A to give the address of the nearest doctor's surgery
 - B to show bus and train timetables
 - C to arrange deliveries
 - D to cure diseases
- 7 The navigation product launched in Sweden is helpful for drivers because
 - A it can suggest the best way to get to a place.
 - B it downloads maps of the area.
 - C it tells them which roads are congested.
 - D it shows them how to avoid road works.
- 8 What is the general attitude of the report described here?
 - A Manufacturers need to produce better equipment.
 - B The government should take over the mobile phone networks.
 - C There are problems with mobile phones that cannot be overcome.
 - D Mobile phones can have a variety of very useful applications.

- PAPER 1 Reading ▶ Part 1
- PAPER 2 Writing ▶ Part 2
- PAPER 3 Use of English ▶ Part 3
- PAPER 4 Listening
- PAPER 5 Speaking

You are going to read a newspaper article about dog owners. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (9–15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

A DOG'S LIFE

The old saying that a dog is man's best friend has been around for centuries, and few people who have dogs of their own would argue with it.

Famous for their affectionate and loyal nature, dogs are often regarded as friends rather than pets. Children and old people are particularly inclined to develop close relationships with their dogs. **9** This sensitivity is what makes them seem almost human.

After centuries of being bred to be domestic animals, dogs have developed into safe companions. **10** Such cases are rare, though, and almost always involve animals that have been trained to be aggressive. This doesn't mean that dogs are naturally violent or dangerous, simply that they can be trained to perform a number of tasks. In fact, their capacity to learn and follow instructions is what makes dogs so valuable as working animals.

During the long history of mankind's association with animals, the role of the dog has changed. At one time dogs were simply domestic animals that performed a useful function. Today, of course, the majority of dogs are kept as household pets, although there are still some animals engaged in important occupations. **11**

Many owners like to treat their pet dogs like human beings, but do some people go too far? **12** Wouldn't expensive, fashionable coats for dogs be a waste of money? Surely designer beds for dogs costing over £1,000 would be ridiculous. But these are just some of the items available from the exclusive dog boutiques to be found in many major cities around the world. This is clearly a luxury that average dog owners cannot afford.

In France dogs are welcome in expensive restaurants, one of which has recently announced a new special menu for dogs. Dogs are such valued customers that they may be served before their master.

13 Susan Brown buys fresh seasonal products for her Yorkshire terrier. The weekly menu consists of chicken, lamb and fish. 'I spend hours preparing the food,' she says. 'I steam it, and go through it to make sure there are no bones. He loves shepherd's pie, spring vegetables and low-fat yoghurt.' Chef Max Oliver claims that breed should be taken into account when deciding on a dog's diet. Boxers have delicate stomachs and they should feed on tinned food and croquettes.

It is not surprising that you can now find cookbooks with special recipes for exciting healthy dishes for dogs. Many fond owners pamper their dogs with delicacies, and the percentage of obese dogs has increased. Obese dogs are taken to the vet who puts them on diet. **14** Restrictions on how much they eat make dogs feel miserable.

It is no wonder that dogs treated in such an excessive way can become nervous and unsure of themselves, acting in uncharacteristic ways. **15** As a result, more and more owners are taking their confused animals to dog psychologists. These medical experts try to analyse and explain the dog's moods. Psychologists advise the worried owners to remember that dogs basically want to run, bark and eat. Too much affection confuses them. Everything else just sends them barking mad.

- A** All of this leads some people to suggest that dog fights should be prohibited.
- B** These include working on farms, helping blind people navigate their way through life, and assisting the police and security forces.
- C** Dogs often give the impression that they know exactly what their owners want, without being told.
- D** Owners then have to start counting calories and prepare simple dishes with vegetables.
- E** Some dog owners have become very selective when it comes to their pets' diet.
- F** It is true that the occasional dog can go wild and attack someone, sometimes causing severe injuries.
- G** Examples of these include loss of appetite and even a tendency to bite people.
- H** When you look at the extremes to which some owners go, it would certainly seem so.

You are going to read an article in which four young people talk about the experience of taking their driving test. For questions 16–30, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which of the young people

- failed the driving test three times? 16
- thought learning to drive would be easier than it was? 17
- was discouraged from driving by a relative? 18
- wanted to be a racing driver as a child? 19
- was very nervous at first? 20
- was given driving lessons as a gift? 21
- is going to drive a vehicle at work? 22
- practised driving on private land? 23
- nearly crashed while taking the test? 24
- thinks the written test was easy? 25
- hasn't driven since taking the test? 26
- will soon own a car? 27 28
- could previously use another type of vehicle? 29
- took more than thirty driving lessons? 30

FIRST STEPS AT DRIVING

*How do young people feel about learning to drive?
We asked four youngsters who have recently passed the test.*

A Joe Smedley

Ever since I was little, I've been fascinated by mechanical things, especially the internal combustion engine! I used to make models of cars, and I knew a lot about different makes long before I was old enough to drive one.

I'd been riding a motorbike for six months before I started taking lessons for my driving test, and I'm sure that experience helped me. On the other hand, learning to drive proved to be quite hard. I thought because I knew how a car works it would make a difference. That was a big mistake! I remember how embarrassed I was when I couldn't even get the car into second gear. By the time I took my test, I felt fairly confident, so I wasn't surprised when I passed first time. The funny thing about it is that I haven't had the chance to drive a car ever since I got my licence because my parents don't have one! In a year or two, I hope I'll have enough money to buy myself a nice little car.

B Hanna Watson

I'm really glad that I have a driving licence because it's so useful, but I wasn't really sure I wanted to take the test at first. I was shaking and my knees were trembling before the first lesson, though I soon got over my nervousness because the instructor was so friendly. When I first went to the driving school, I arranged for thirty lessons. Although the instructor assured me I was ready to take the test after twenty-five lessons, I decided to wait until I had had all thirty lessons. I felt very tense about driving, and the test was a disaster. First, I forgot my glasses when I went for the written test, and then, on the practical test, I almost had an accident! It wasn't my fault, but it still gave me a terrible fright. Anyway, for the last few months I've been practising in my father's car, although he only lets me go on quiet country roads. But I'm turning nineteen next month, and I know what my parents are getting me for my birthday!

C Clarissa Holmes

I wanted to get my driving licence as soon as I could. My childhood ambition was to be the first woman Formula One world champion! Actually, the reality of taking my test was completely different. I didn't pass the test until my fourth attempt, but that was because of the practical test. I kept on making silly mistakes, you see. In fact, the other part of the test wasn't nearly as hard; all you had to do was learn the regulations about driving.

I was getting pretty upset after failing three times, so my aunt, who has a farm, let me go into a field and drive around, just to get used to the feeling. I think that helped a lot. I've been saving up like mad, and in a couple of weeks I'm confident I'll have enough to buy a decent second-hand car.

D Eddy Fredricks

I didn't really think about taking my driving test right up until I was eighteen. I had the idea that driving was basically dangerous, and I think that came from my grandmother. She had been in a car crash years ago, and she used to tell me how awful it was, which put me off a lot. But when a couple of my friends passed their tests, I suddenly realised I really wanted to get my driving licence.

Being optimistic, I just booked ten lessons at first, but in the end I needed over three times that many! That was a bit embarrassing because when my parents said that the driving lessons would be a present for my birthday, I don't think they expected they would cost that much! Having a driving licence is going to be very useful. When the school term finishes in August, I've got a part-time job delivering books for a big bookshop, and I have to use their delivery van, so I couldn't do it if I hadn't passed my test.

PAPER 1 Reading

PAPER 2 Writing

Part 1

PAPER 3 Use of English

Part 2

PAPER 4 Listening

PAPER 5 Speaking

You **must** answer this question.

- 1 You are planning to move to London to study for a year, and you need somewhere to live while you are there. You have seen the following advertisement. Read it carefully, and look at the notes you have made. Write a letter to the owner of the flat, covering these points and adding any other relevant information.

Tel: 050009785

FLAT FOR RENT

Spacious 3-room London flat in a modern apartment building with a fully equipped bathroom and kitchen.

It is centrally located in a pleasant, lively neighbourhood while being convenient for shops and public transport.

The rent is reasonable, and both short and long term rental contracts can be considered.

References required.

Please contact *Mr Hopkins* for further details.

Available when? →

Furnished? →

How much rent? →

Deposit? →

← *Where exactly?*

← *Noisy?*

← *Nearest underground station?*

Write a **letter** of between **120** and **150** words in an appropriate style. Do not write any addresses.

PAPER 1 Reading

PAPER 2 Writing

Part 1

PAPER 3 Use of English

Part 2

PAPER 4 Listening

PAPER 5 Speaking

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **120–180** words in an appropriate style.

- 2 Your teacher has asked you to write a report about the eating habits of young people in your area. Describe what most young people eat and suggest how they could be encouraged to eat healthier food.
- Write your **report**.
- 3 An international magazine for young people is holding a short story competition, and you have decided to enter. The story must **begin** or **end** with the following words:
- Helen and Steve looked at each other and burst out laughing.*
- Write your **story** for the competition.
- 4 You recently saw a film about a famous historical event in your country. Write a review of the film for your school magazine. Include information about the story, the characters and costumes, and say whether the film was historically accurate.
- Write your **review**.
- 5 Answer **one** of the following two questions based on your reading of **one** of the set books.
- Either** (a) Write an **essay** describing an event in the book or short story you have read which plays a main role in the development of the plot and affects the characters.
- Or** (b) 'The leading characters in a book must be exaggerated to attract our interest.' Do you agree or disagree with this statement? Write an **essay**, giving your opinions with reference to the book you have read.

PAPER 1 Reading

PAPER 2 Writing

PAPER 3 Use of English ▶

Part 1

PAPER 4 Listening

Part 2

PAPER 5 Speaking

Part 3

Part 4

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A informed B told C shown D said

0 A B C D

SCHOOL LUNCH

Research has (0) that over half the children in Britain who take their own lunches to school do not eat (1) in the middle of the day. In Britain schools have to (2) meals at lunchtime. Children can (3) to bring their own food or have lunch at the school canteen.

One shocking (4) of this research is that school meals are much healthier than lunches prepared by parents. There are strict standards for the preparation of school meals, which have to include one (5) of fruit and one of vegetables, as well as meat, a dairy item and starchy food like bread or pasta. Lunchboxes (6) by researchers contained sweet drinks, crisps and chocolate bars. Children (7) twice as much sugar as they should at lunchtime.

The research will provide a better (8) of why the percentage of overweight students in Britain has (9) in the last decade. Unfortunately, the government cannot instruct parents, but it can remind them of the (10) value of milk, fruit and vegetables. Children can easily develop bad eating (11) at this age, and parents are the only ones who can (12) it.

- | | | | |
|-------------------|-------------|-----------------|------------|
| 1 A approximately | B properly | C probably | D possibly |
| 2 A give | B provide | C make | D do |
| 3 A prefer | B manage | C want | D choose |
| 4 A finding | B number | C figure | D factor |
| 5 A piece | B portion | C bowl | D kilo |
| 6 A examined | B found | C taken | D looked |
| 7 A take | B contain | C consume | D consist |
| 8 A view | B knowledge | C understanding | D opinion |
| 9 A increased | B expanded | C extended | D added |
| 10 A nutritional | B healthy | C positive | D good |
| 11 A behaviours | B styles | C attitudes | D habits |
| 12 A prevent | B define | C decide | D delay |

PAPER 1 Reading

PAPER 2 Writing

PAPER 3 Use of English ▶

Part 1

PAPER 4 Listening

Part 2

PAPER 5 Speaking

Part 3

Part 4

For questions 13–24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0

HISTORY AND STORYTELLING

Over the last few years (0) has been more interest in the subject of history, perhaps because historical documentaries (13) television have attracted large viewing audiences. Historians who often complain (14) lack of interest in their subject should be delighted at this development, shouldn't (15) ?

According to a survey, more people are applying (16) places at university, and the number of those wanting to study history (17) increased. However, professors of history are (18) particularly happy about this increase and have expressed concern about the quality of their students. They claim that most of (19) first-year students have never read a history book and don't have the skills (20) study the subject in depth. TV programmes make students think that studying history is (21) simple as storytelling. Documentaries oversimplify the subject and concentrate (22) personalities in an attempt to attract audiences.

On the other hand, traditional historians could learn (23) to tell a story from the makers of such documentaries. Many historians have don't good narrative skills, which is (24) so many history books are not popular with readers.

- PAPER 1 Reading
- PAPER 2 Writing
- PAPER 3 Use of English**
- PAPER 4 Listening
- PAPER 5 Speaking

- Part 1
- Part 2
- Part 3**
- Part 4

For questions 25–34, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 DANGEROUS

DIVING DEEPER

Free-diving is a new sport, and it's extremely (0) , which is perhaps why its (25) is growing fast. Free-divers are attached to a line, and then they have to take a deep (26) , dive as deep as they can and come up (27)

The present record is 121 metres, held by the British diver, Tania Streeter. Tania trains very (28) before each dive to build up her physical (29) She never dives until she's completely confident that she's ready.

'The danger is caused by the great (30) at those depths. I think that safety procedures have to be very strict if we want to avoid accidents,' Tania says. Tania feels that mental strength is also very important. She has an (31) response to water and feels very calm when she's underwater. Perhaps Tania's greatest asset is her (32) to focus. 'In free-diving there are no (33) around you and there are no cheering spectators to (34) you. It's a lonely sport,' says Tania.

DANGER
POPULAR
BREATHE
IMMEDIATE

CARE
FIT

PRESS

EMOTION

ABLE
COMPETE
COURAGE

- PAPER 1 Reading
- PAPER 2 Writing
- PAPER 3 Use of English**
- PAPER 4 Listening
- PAPER 5 Speaking

- Part 1
- Part 2
- Part 3
- Part 4**

For questions 35–42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example: 0 I'll be very happy when I go on holiday.
FORWARD
I am on holiday.

The gap can be filled by the words 'looking forward to going' so you write:

0 LOOKING FORWARD TO GOING

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 The basketball coach will make me train very hard.
MADE
I very hard by the basketball coach.
- 36 'You can watch if you keep quiet,' said the actor.
PROVIDED
The actor said that I could watch quiet.
- 37 I regret not telling you the whole truth.
TOLD
I wish the whole truth.
- 38 After hours of negotiation, they managed to get the new contract.
SUCCEEDED
After hours of negotiation, they the new contract.
- 39 That shirt is too expensive for me to buy.
AFFORD
I can't expensive shirt.
- 40 My grandfather doesn't go out often these days.
EVER
My grandfather these days.
- 41 She tried to stay cheerful although she felt sick.
SPITE
She tried to stay cheerful sick.
- 42 Sarah probably won't come to the party.
UNLIKELY
Sarah to the party.

- PAPER 1 Reading
- PAPER 2 Writing
- PAPER 3 Use of English

- PAPER 4 Listening** ▶ Part 1
- Part 2
- Part 3
- Part 4

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a woman bringing a CD player back to the shop where she bought it. What is the problem with it?
 A It plays CDs at the wrong speed.
 B It jumps from one track to the next.
 C It doesn't eject CDs properly. 1

- 2 You hear a woman talking to a waiter. What does she want him to bring her?
 A mineral water
 B coffee
 C orange juice 2

- 3 You hear a boy describing a journey. Where did he want to go?
 A Leeds
 B Manchester
 C Crewe 3

- 4 You hear an advertisement for a sale in a furniture store. Which items have the biggest reductions?
 A sofas
 B beds
 C armchairs 4

- 5 You hear a woman talking to a car mechanic. What is the problem with her car?
 A It won't start in wet weather.
 B The brakes don't work properly.
 C The engine keeps on stopping. 5

- 6 You hear a graphic designer talking about his work. How does he feel about the recent change in his job?
 A He thinks it's boring.
 B He regrets giving up his previous job.
 C He thinks he's made the right decision. 6

- 7 You hear a radio announcement about traffic on a motorway. Where are the longest delays expected?
 A between junctions 10 and 11
 B between junctions 13 and 14
 C between junctions 17 and 18 7

- 8 You hear a man phoning his local newsagent's shop. Which newspaper did he get by mistake this morning?
 A the *Telegraph*
 B the *Sun*
 C the *Daily Mirror* 8

- PAPER 1 Reading
- PAPER 2 Writing
- PAPER 3 Use of English

- PAPER 4 Listening** ▶ Part 1
- Part 2
- Part 3
- Part 4

You will hear part of a radio interview with a young golf player, John Freeman. For questions 9–18, complete the sentences.

- John Freeman has been playing golf for **9**
- John's father never developed as a golfer because he couldn't **10** the clubs.
- John wanted to be a professional **11** player.
- John's father took up golf again when he was **12**
- John wishes he had had more **13** from teachers.
- Everyone thinks that golf is for people with **14**
- The government should provide **15** because golf equipment is expensive.
- The **16** of British players is likely to raise the profile of golf.
- John's income from golf is **17**
- John used to dye his hair **18**

- PAPER 1 Reading
- PAPER 2 Writing
- PAPER 3 Use of English

- PAPER 4 Listening** ▶ Part 1
- Part 2
- Part 3**
- Part 4

You will hear five different people talking about holidays. For questions 19–23, choose from the list (A–F) the reason each speaker gives to explain why they remember one particular holiday. Use the letters only once. There is one extra letter which you do not need to use.

- | | | |
|-------------------------------------|-----------|-------------------------------|
| A I felt I had learnt something. | Speaker 1 | <input type="text"/> 1 |
| B I was relieved to be back home. | Speaker 2 | <input type="text"/> 2 |
| C It gave me a sense of my origins. | Speaker 3 | <input type="text"/> 2 |
| D It provided an escape. | Speaker 4 | <input type="text"/> 2 |
| E I felt closer to my family. | Speaker 5 | <input type="text"/> 2 |
| F It made our friendship stronger. | | |

- PAPER 1 Reading
- PAPER 2 Writing
- PAPER 3 Use of English

PAPER 4 Listening

- PAPER 5 Speaking

- Part 1
- Part 2
- Part 3
- Part 4**

You will hear an interview with Laura Bartlett, a successful florist. For questions 24–30, choose the correct answer (A, B or C).

- 24 Laura's parents
A were professional gardeners.
B had a successful florist's shop.
C loved cultivating plants. 24
- 25 Laura originally wanted
A to work as a graphic designer.
B to become an artist.
C to write articles for a magazine. 25
- 26 She became a florist
A because she didn't know what else to do.
B as soon as she resigned from the magazine.
C as the result of an accident. 26
- 27 In the beginning, Laura
A was not skilled at working with flowers.
B didn't work with flowers at all.
C only delivered flowers to customers. 27
- 28 She had to learn
A the names of different species of flowers.
B which flowers florists could use in their work.
C how to prepare flowers for arrangements. 28
- 29 Laura suggests that a young person who is thinking of being a florist must be prepared
A to send flowers to people who are ill.
B to work long hours at certain times of the year.
C to spend a lot of time at the flower market. 29
- 30 Laura advises young people who would like to become florists
A to work at a florist's while they are attending courses in floristry.
B to study floristry full-time at a college before they get a job.
C to learn how to programme a computer. 30

- PAPER 1 Reading
- PAPER 2 Writing
- PAPER 3 Use of English
- PAPER 4 Listening
- PAPER 5 Speaking**

Part 1 (3 minutes)

The examiner (interlocutor) will ask each of you to speak briefly in turn and to give personal information about yourselves. You can expect a variety of questions, such as:

- How did you travel here today?
- What sort of public transport is available in this area?
- What form of transport do you use most often?
- What do you like and dislike about it?

Part 2 (4 minutes)

You will each be asked to talk for a minute without interruption. You will each be given two different photographs in turn to talk about. After your partner has finished speaking, you will be asked a brief question connected with your partner's photographs.

At work (compare, contrast and speculate)

Turn to pictures 1 and 2 on page 147 which show people working in different environments.

Candidate A, compare and contrast these photographs, and say how you think the people are feeling in these different situations. You have a minute to do this.

Candidate B, which of these jobs would you prefer to do?

Leisure (compare, contrast and speculate)

Turn to pictures 1 and 2 on page 148 which show people engaged in different leisure activities.

Candidate B, compare and contrast these photographs, and say what sort of person you think would enjoy each of these activities. You have a minute to do this.

Candidate A, what sort of spare time activities do you enjoy?

Part 3 (3 minutes)

You will be asked to discuss something together without interruption by the examiner. You will have a sheet of pictures with questions to help you.

Inventions (discuss and evaluate)

Turn to the pictures on page 149 which show different inventions. I'd like you to imagine that you are taking part in a television programme about inventions that have changed the course of history. Talk to each other about how these different inventions have changed people's lives. Then decide which **two** have been the most important.

Part 4 (4 minutes)

The examiner will encourage you to develop the topic of your discussion in Part 3 by asking questions such as:

- What are the advantages and disadvantages of using computers?
- Do you think technological advances change the basic things in life? Why (not)?
- What are the disadvantages of modern technology?
- Do you think we rely too much on modern technology?